

# 未来学校： 培养适应未来的人

中国教育科学研究院未来学校实验室  
王素  
2021.12

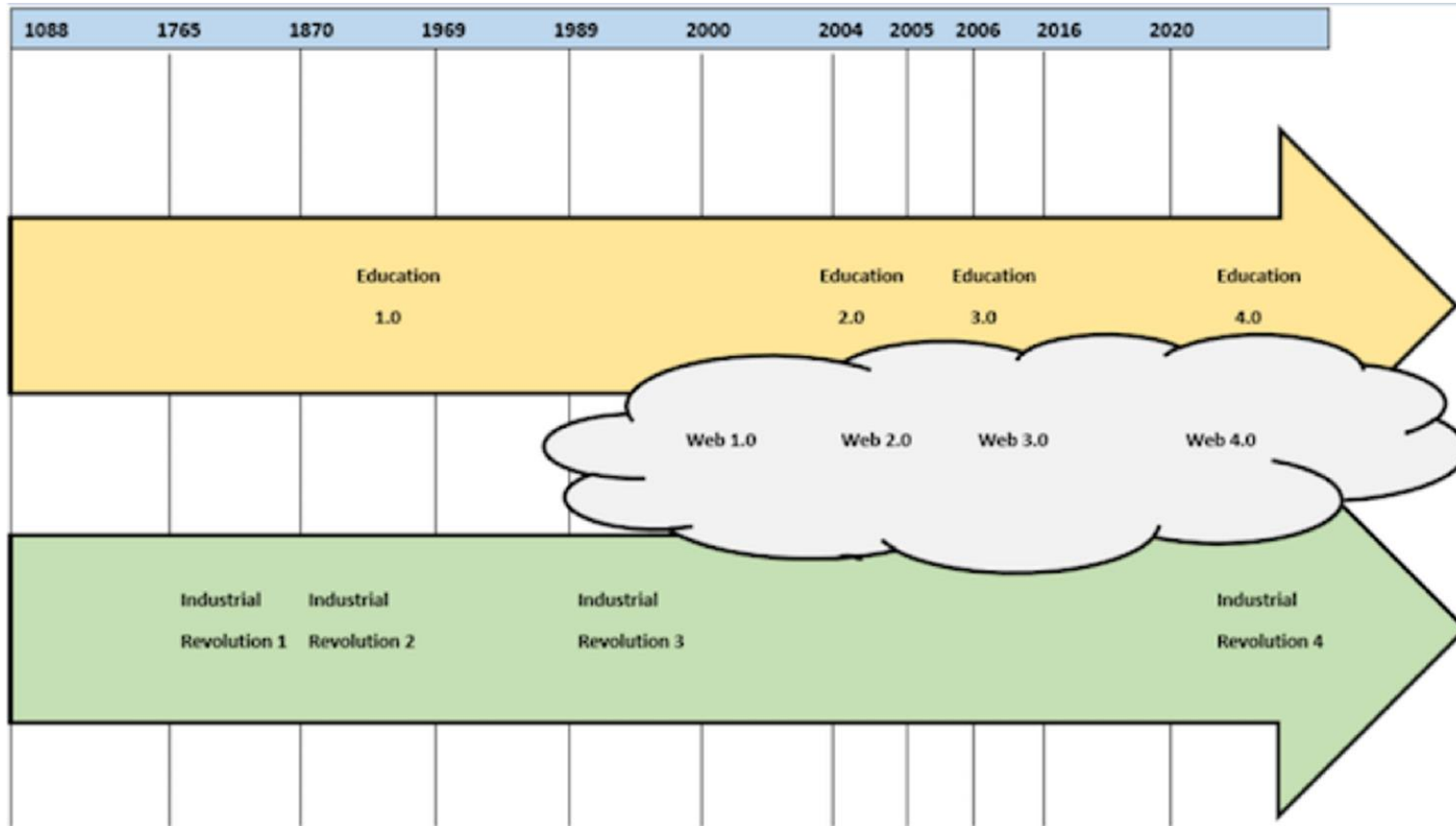
# 目录

1. 为什么是未来学校
2. 未来学校的基本特征
3. 未来人才的素养模型

2022/1/3

# 为什么是未来学校

# 为什么要建未来学校？——时代的需求



这个世界变了，我们再也回不到过去

# 教育的未来

学习成为

一项全球倡议，旨在重新构想知识和学习如何塑造人类和地球的未来。

委员会将重点重新思考教育的作用，

鉴于巨大的挑战和机遇，学习和知识

预测的、可能的和首选的未来。

# 教育的世界——今天和明天

- 由人类活动改变的星球
- 数字、生物技术和神经科学的发展
- 人口结构的变化和人的流动性
- 工作世界不确定的未来
- 治理和民主参与的根本不确定性
- 知识非殖民化和认识多样性

未来的教育世界必须能够应对所有这些突如其来的转变，并努力塑造这些转变。

# 重新思考人文教育核心的“人”

Keri Facer — 2021年3月26日

**“We might recognise education as premised upon curiosity, responsibility and the search for a distinctive vocation in a more-than-human natural-technical world,,**

**Keri Facer**

UNESCO Futures of Education Ideas LAB

我们可能开始认为教育不是为已知世界做准备，而是作为一种相遇和启示的实践。与世界上其他行动者的相遇（人类、技术、物质、超越人类），我们是其中的一部分，揭示自我和世界中可能出现的存在形式的可能性这次相遇。我们可能会认识到教育的前提是好奇心、责任感和在超越人类的自然技术世界中寻找独特职业的前提，这种探索发生在生命的各个年龄段和阶段。

# 重新定位人类世的课程

泽维尔·法齐奥 — 2020年9月18日

“  
**We are now at a turning point  
in our collective future, and  
education is the way forward**”

**Xavier Fazio**  
UNESCO Futures of Education Ideas LAB

在教育中解决人类和地球可持续性问题的—种经常提倡的方法是考虑跨学科课程和教学法。基本假设是，如果学校的学习者参与真实而有意义的学习活动——即嵌入学校和社区的跨学科可持续性学习——这种参与将帮助学习者解决我们的生态危机。

Morin 在 20 世纪末提出的关于未来教育的重要而复杂的课程，仍然是指导我们在人类世课程制作过程中旅行的重要路标。正如他敏锐地指出：“分门别类的学习的优势往往使我们无法将部分和整体联系起来；它应该被能够在情境、复杂性和整体性中掌握主题的学习所取代。”现在是时候根据人类世重新调整我们的课程，并超越学科碎片化以实现我们人类和地球的可持续性。



November 2020

28

## LEARNING TO BECOME *WITH THE WORLD:*

Education for future survival

Common Worlds Research Collective<sup>1</sup>

在这个历史性转变的时刻，我们迫切需要一种能够重视世界公共和共同层面并加强我们共同学习方式的教育。某些教育方法已经走到了尽头。尽管作出了相当大的努力，但我们目前的战略未能确保人人享有平等的教育机会。它们甚至不太可能应对新的挑战。教育必须重新成为一种公益和全球集体责任，以教育作为一项人权为中心轴。只有这样彻底的重构才能加强我们共同的人性，确保与他人、自然和技术的可持续关系。如果我们想解决生态和技术破坏问题，并在2050年实现人类与地球和谐相处的世界，我们就不能继续做更多同样的事情。

2022/1/3

# 未来学校的基本特征

## Schools of the Future

### Defining New Models of Education for the Fourth Industrial Revolution

January 2020



## “未来学校： 为第四次工业革命确定新的教育模式”

概述了在新的经济和社会背景下界定优质教育的新框架，并分享了开创教育未来的16所学校、系统和方案的主要特点。

<https://cn.weforum.org/reports/schools-of-the-future-defining-new-models-of-education-for-the-fourth-industrial-revolution>

Figure 2: The World Economic Forum Education 4.0 Framework 教育4.0 框架





Educational Research and Innovation

## Back to the Future of Education

FOUR OECD SCENARIOS FOR SCHOOLING

2020年9月OECD发布了《回到教育的未来：经合组织关于学校教育的四种图景》在该报告中，经合组织提出的四种未来学校教育图景具体为：

1. 学校教育扩展 (SCHOOLING EXTENDED) —— 目标与功能
2. 教育外包 (EDUCATION OUTSOURCED) —— 组织与结构
3. 学校作为学习中心 (SCHOOLS AS LEARNING HUBS) —— 教学工作
4. 无边界学习 (LEARN-AS-YOU-GO) —— 治理

## 未来学校的基本特征（2016年未来学校白皮书）

1. 满足教育需求
2. 以学生为中心
3. 促进学生成长
4. 适应多样化学习
5. 符合绿色、智慧

1. 基于项目的主动学习
2. 面向真实的深度学习
3. 基于证据的智慧学习
4. 突破校园的无边界学习

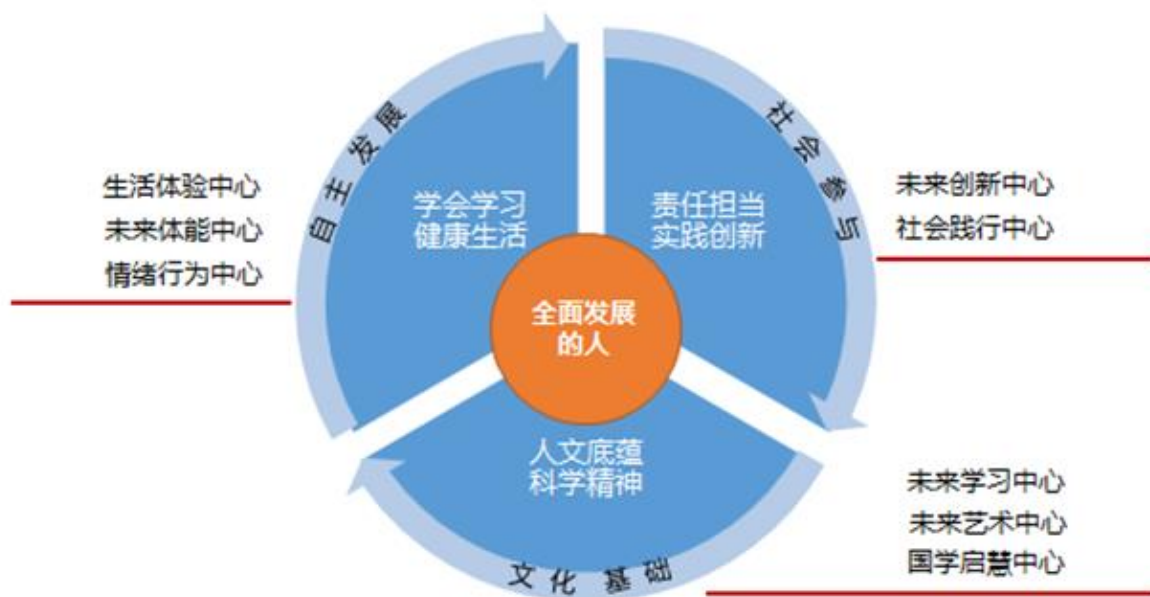


1. 契合
2. 融合
3. 联合

1. 虚拟化
2. 网络化
3. 智能化
4. 扁平化

## 未来学校的实践路径

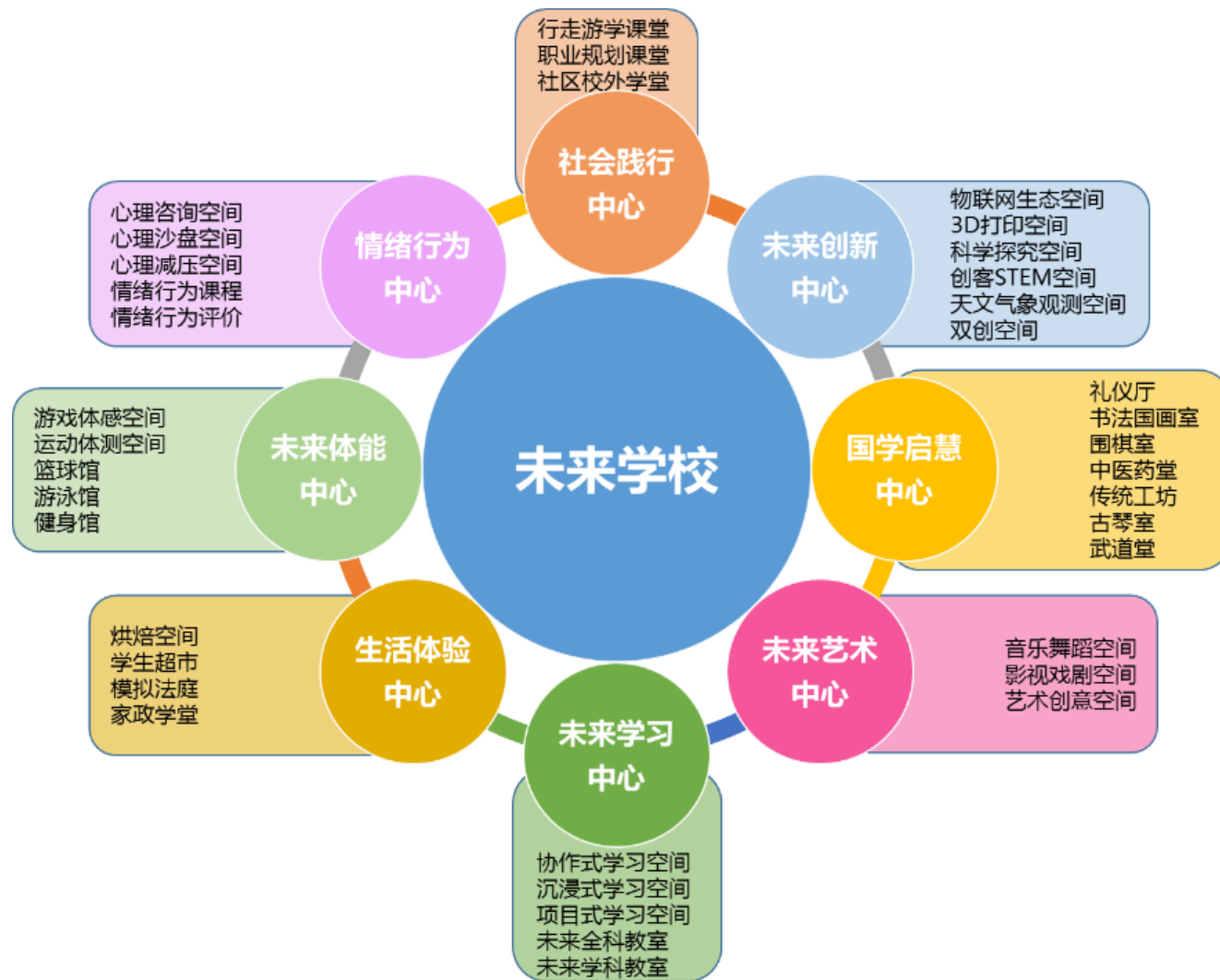
未来已来，世界各国对未来学校的认识同一性与多样性并存。中国教育科学研究院未来学校实验室围绕学生核心素养，以八个创新中心为支点，撬动未来学校的结构性变革。



我们所提出的八个中心就是与现有的国家课程相配合增加个性化、综合性、实践性课程。即保证了学校课程的系统性又增加了课程的丰富性和实践性，最终实现学生的全面发展。

# 未来学校的实践路径

通过空间、技术与课程的融合促进学习方式的变革



未来学校八大中心的空间细分

2022/1/3

# 未来人才的素养模型

Public & Social Sector Practice

## Defining the skills citizens will need in the future world of work

To future-proof citizens' ability to work, they will require new skills—but which ones? A survey of 18,000 people in 15 countries suggests those that governments may wish to prioritize.

by Marco Dondi, Julia Klier, Frederic Panier, and Jörg Schubert



© Cavan Images/Getty Images

## 定义公民在未来工作 世界中需要的技能

该研究确定了一组 56 项基础技能，这些技能将使所有公民受益，并表明熟练掌握这些技能已经与更高的就业可能性、更高的收入和工作满意度相关联。

Our research identified 56 foundational skills that will help citizens thrive in the future of work.

56 DELTAS<sup>1</sup> across 13 skill groups and four categories

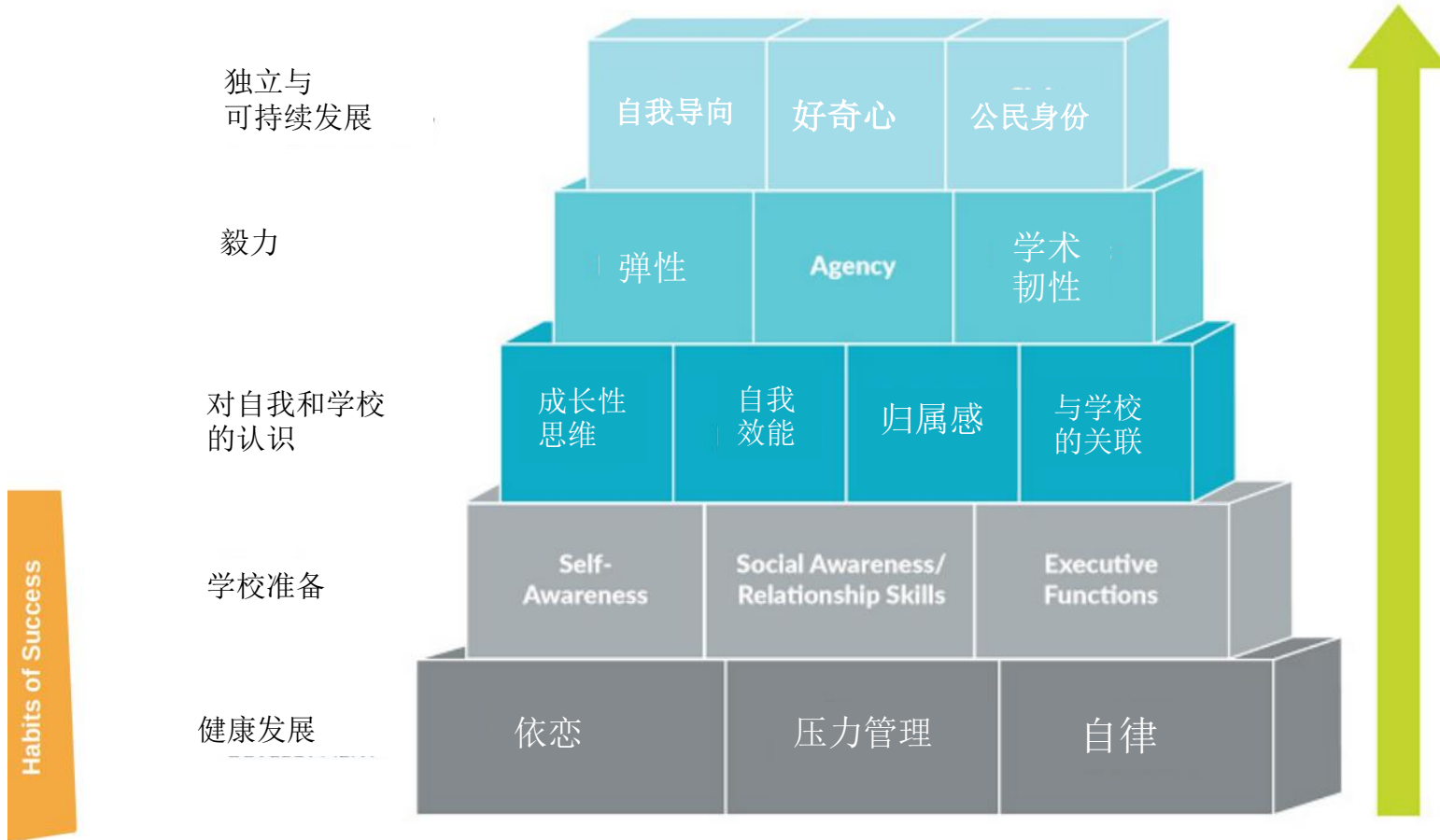
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| <b>Goals achievement</b> <ul style="list-style-type: none"> <li>● Ownership and decisiveness</li> <li>● Achievement orientation</li> <li>● Grit and persistence</li> <li>● Coping with uncertainty</li> <li>● Self-development</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                                                    |  |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| <b>Digital fluency and citizenship</b> <ul style="list-style-type: none"> <li>● Digital literacy</li> <li>● Digital learning</li> <li>● Digital collaboration</li> <li>● Digital ethics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                                                    |  |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| <b>Software use and development</b> <ul style="list-style-type: none"> <li>● Programming literacy</li> <li>● Data analysis and statistics</li> <li>● Computational and algorithmic thinking</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                                                    |  |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |
| <b>Understanding digital systems</b> <ul style="list-style-type: none"> <li>● Data literacy</li> <li>● Smart systems</li> <li>● Cybersecurity literacy</li> <li>● Tech translation and enablement</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                                                    |  |                                                                                                                                                                                                        |  |                                                                                                                                                                                                              |  |

认知技能  
 数字技能  
 人际关系技能  
 自我领导技能

审辨式思维  
 交流、计划、团队  
 创造性和想象

<sup>1</sup>Distinct elements of talent.

## BUILDING BLOCKS FOR LEARNING: A FRAMEWORK FOR COMPREHENSIVE STUDENT DEVELOPMENT



Stafford-Brizard, K. B. (2016). *Turnaround for Children*.

CFS重新思考了如下问题，在此基础上提出了  
CFS学生画像、课程结构、课程内容

“基础教育培养什么样的人”、

“我们的孩子需要在哪些方面为未来做好准备”

“学校教育到底发挥什么样的功能”

# CFS学生画像的厘定原则

中国未来学校从回应21世纪人类发展挑战的视角，从学校教育系统生态与功能重建的层面，从尊重学生的天性与实现平衡发展状态出发，从学前至高中阶段教育一体化变革的格局，在时空、方法、路径和价值等维度厘定了中国未来学生发展指标的四个基本原则

- 贯通性：时空上的贯通（传统、现代、世界），时间序列上的贯通（15）
- 序列性：系统论、结构化思维
- 差异性：路径上的差异性，弹性、灵活性
- 超越性：适应不确定性

# 培养德智体美劳全面发展的社会主义接班人

CFS将致力于培养充满激情并有能力实现梦想的学生，CFS的学生在未来世界舞台上的角色应当是一个自我引导者、素养建构者和社会参与者。

- 自我引导者：了解自我和悦纳自我
- 素养建构者：发展能力并终身学习
- 社会参与者：合作沟通与积极行动

# CFS 学生画像

## 操作系统

- 实践智慧
- 协作行动

## 能量系统-

- 理性智慧
- 知识能力

## 动力系统

- 自我智慧
- 态度价值

|      |       |                             |                           |                                   |
|------|-------|-----------------------------|---------------------------|-----------------------------------|
| 自我智慧 | 态度价值  | 高阶                          | 自我管理                      | 自控 进取 坚韧<br>情绪 情感 调适              |
|      |       | 基础                          | 自我认识                      | 归属 安全 意义<br>自知 自信 自尊              |
| 理性智慧 | 元认知能力 | 知识                          | 技能、策略                     |                                   |
|      | 认知能力  | 语言力                         | 理解力\表达力\倾听力<br>共享力        |                                   |
|      |       | 思维力                         | 逻辑思维\批判思维\设计思维<br>创新思维    |                                   |
|      | 知识系统  | 知识形式                        | 学科知识\跨学科知\经验性知识<br>\程序性知识 |                                   |
| 知识构成 |       | 人文与社会\自然与科学\艺术与<br>健康\信息与数据 |                           |                                   |
| 实践智慧 | 基础    | 协作                          | 他人                        | 共情 尊重 谦逊<br>沟通 合作 责任              |
|      | 高阶    | 行动                          | 身体<br>外在系统                | 自理 自救 健康<br>社区 国家 全球<br>问题解决 创新变革 |

谢谢倾听！